

**AN ERROR ANALYSIS ON DIPHTHONG SOUNDS MADE BY THE
SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM OF UIN RADEN INTAN LAMPUNG
IN THE ACADEMIC YEAR 2019/2020**



**A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1 Degree**

**By :
NADIA DWI LAXSMI
NPM : 1511040289**

**Advisor : Dr. M. Muhassin, M.Hum.
Co-Advisor : Septa Aryanika, M.Pd.**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER'S TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2019/2020**

ABSTRACT

This research was conducted based on the phenomenon happened in the university. The students have low ability in pronunciation. They got difficulty in pronouncing English word including diphthong sound. Therefore, this thesis discussed the error analysis in pronouncing diphthong sound. The purpose of this research was to classify the types of errors made by the students which students made in pronouncing diphthong sound and to count the total of errors that students made.

This research was conducted based on descriptive qualitative analysis. The subject of the research were the students at the seventh semester of English Education Study Program of UIN RadenIntan Lampung, while as the sample was class G which consisted of 29 students, it was considered by using purposive sampling technique. In collecting the data, the researcher asked the students to pronounce some words including diphthong sound while the researcher recorded them. Then, the researcher made transcription of their recording to be analyzed of their errors in pronouncing diphthong sound based on Surface Strategy Taxonomy according to Dulay's theory.

The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 375 errors' items which made by the students. The most common errors were misformation which was 195 errors' items or 52% made by the students, omission was 151 items or 40.3% , addition was 21 items of errors or 5.6%, and misordering was 8 items or 2.1% which meant it was the lowest while other errors' classification based on surface strategy taxonomy.

Keyword: Analysis, Error, Pronunciation, Diphthong.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : AN ERROR ANALYSIS ON DIPHTHONG
SOUNDS MADE BY THE SEVENTH
SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM OF UIN
RADEN INTAN LAMPUNG IN THE 2019/2020
ACADEMIC YEAR**

Student's Name : NADIA DWI LAXSMI
Student's Number : 1511040289
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung**

Advisor

Dr. M. Muhassin, M. Hum
NIP: 197708182008011012

Co-Advisor

Septa Aryanika, M.Pd
NIP:

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: "AN ERROR ANALYSIS ON DIPHTHONG SOUNDS MADE BY THE SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN INTAN LAMPUNG IN THE 2019/2020 ACADEMIC YEAR", By: Nadia Dwi Laxsmi, NPM: 1511040289, Study Program: English Education, was tested and defended in the examination session held on: Tuesday, December 17th 2019.

Board of Examiners:

Chairperson : Prof. Dr. Hj. Nirva Diana, M.Pd 

Secretary : Irawansyah, M.Pd 

Primary Examiner : Yulan Puspita Rini, S.S., M.A 

Co-Examiner : Dr. M. Muhassin, M.Hum 

Advisor : Septa Aryanika, M.Pd 

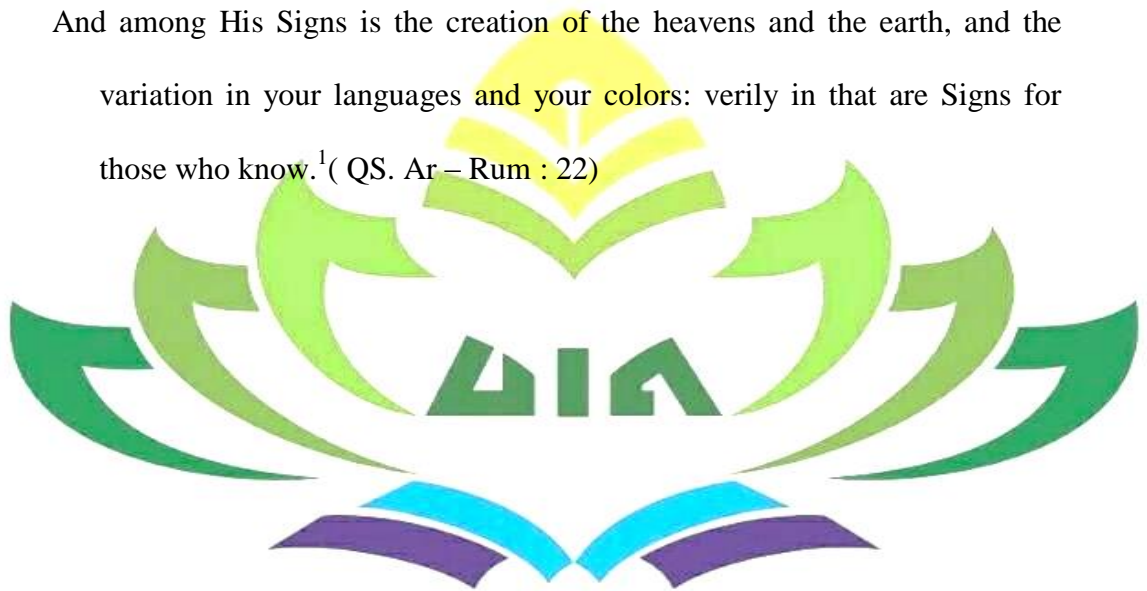
**The Dean of
Tarbiyah and Teacher Training Faculty**


Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ
 أَلْسِنَتِكُمْ وَالْوَنَكُمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

And among His Signs is the creation of the heavens and the earth, and the variation in your languages and your colors: verily in that are Signs for those who know.¹ (QS. Ar – Rum : 22)



¹The Presidency of Islamic Researches, UFTA, CALL, and GUIDANCE, The Holly Qur'an English Translation of the meaning and Commentary. Al - Madinah Al - Munawarah, King Fahd Qur'an Printing Complex, 1410 H, p. 201

DEDICATION

Praise and gratitude be to Allaah subhanahu wa ta 'ala for his abundants blessing for me, and from my deep of heart and great of love, this thesis is dedicated to :

1. My beloved parents, Mr. Wujud Santoso and Mrs. Sri Sulasmi, who always give support, advice, love and keep on praying for my life. The biggest thanks to both of my parents, I highly love you all so much, Ayah and Ibu.
2. My older brother, Yudha Nanta Santosa, and my younger sister Umi Tri Buana.
3. My beloved lecturers and almamater of Islamic State University of Raden Intan Lampung .
4. My beloved friends who always support, pray, and cheer me up. Thank you so much for every helping you all have given to me, may Allaah bless you all.

CURRICULUM VITAE

The researcher was born in Branti Raya, Lampung Selatan, on November, 2nd 1997. She is the second child of Mr. Wujud Santoso and Mrs. Sri Sulasmi. She has one older brother and one younger sister. Yudha Nanta Santosa is the name of her older brother and Umi Tri Buana is her younger sister. She started studying at SDN 2 Beringin Raya in 2003. She graduated from SMPN 13 Bandar Lampung in 2012 and SMKN 4 Bandar Lampung in 2015. During her time as a student at SMKN 4, she won first place in a poetry contest.

After graduating from Vocational High School, she decided to expand her study to State Islamic University of Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty. During her time as a student at UIN, she joined several organizations such as; KMPA, choir and language students activity units. She finished her bachelor's degree at UIN Raden Intan Lampung majoring in English Education in 2019.

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First and foremost, I would express grateful to the Only God, Allah Subhanahu Wa Ta'ala, for the chance, guidance, and blessing given, thus I could compose and finish this undergraduate thesis. Peace and salutation may always be sent to Prophet Muhammad peace be upon him.

This thesis was submitted as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice, and prayers of people surround me. Many people have contributed their ideas and time to help me complete this thesis, and it would be impossible to mention all of them. However, I would like to express sincere gratitude and appreciation to the following stakeholders.

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teaching Training Faculty at the State Islamic University of Raden Intan Lampung with all staff who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd., the Chairperson of English Education Study Program at the State Islamic University of Raden Intan Lampung.
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4. Septa Aryanika, M.Pd., the Second Advisor who has spent countless hours correcting this final project for its betterment. She is really gorgeous.
5. All lecturers of the English Education Study Program at the State Islamic University of Raden Intan Lampung although I have not had the

opportunity to work with some of them previously, the impact of their work on my study is evident throughout this thesis.

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7. All of my friends at the English Education Study Program of State Islamic University of Raden Intan Lampung, especially my beloved friends in PBI E.

Finally, I have to admit that nobody is perfect and I realize that this project lacks perfection because of my limited knowledge and ability. So, I truthfully welcome criticism and suggestion to enhance the quality of this thesis.



Bandar Lampung, 2019
The Researcher,

Nadia DwiLaxsmi
NPM. 1511040289

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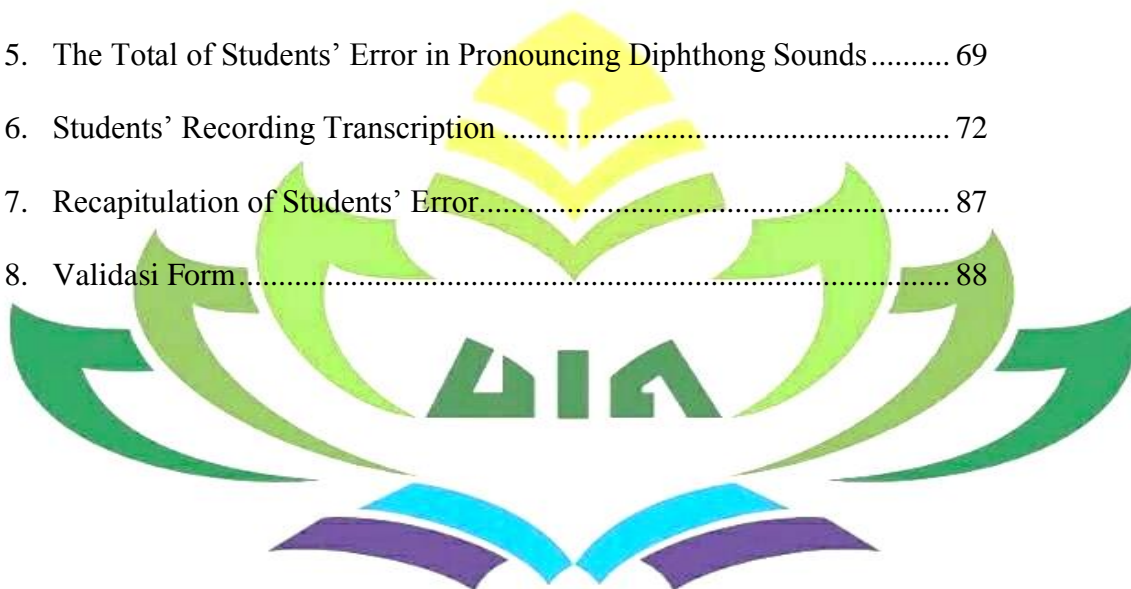
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CHAPTER I INTRODUCTION

A. Background of the Problem

Pronunciation is the way in which words or language are spoken. According to Hewings, pronunciation is components range from the individual sounds that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning.² It means that pronunciation is the component range that make up speech, to convey meaning.

Diphthong is a glide from one vowel to another, and the whole glide acts like one of the long simple vowels. While "pure" vowels, or monophthongs, are said to have one target tongue position, diphthongs have two target tongue positions. He adds, diphthongs are represented by two symbols, for example English word 'same' as /seɪm/, where the two vowel symbols are intended to represent approximately the beginning and ending tongue positions.³ In fact, in Indonesian language there is no difference between writing and pronouncing the word. This is like the Indonesian pronoun word 'Dia', it will be pronounced 'Dia'. Based on the explanation above, Indonesian students may feel difficult to learn English language. According to Caruthers, explains the reason why learning another language pronunciation are difficult. First, some sounds of the new or target language do not exist in the learner's native

²Martin Hewings, *Pronunciation Practice Activities* (London: Cambridge University Press, 2007), p. 3.

³ J.D.O'Connor, *Better English Pronunciation* (2nd ed) (UK: Cambridge University Press, 1980), p. 84.

language. The second is in the difference of distribution between native language and the target language.⁴

According to Fromkin et.al sound is a pressure wave which is created by a vibrating object.⁵ This definition comes from acoustics and underlines physical characteristics of sounds of speech. They add that sounds are instances of phonemes in real speech. The sounds represented by the letters b, s, and u, and you are able to combine them to form the words bus or sub.

Diphthong sounds as written by Crystal, is a term used in the phonetic classification of vowel sounds on the basis of their manner of articulation: it refers to a vowel where there a single (perceptual) noticeable change in quality during a syllable.⁶ In addition according to Roach, the most important thing in diphthong sounds is the first part has much longer and stronger sound than the second part; for example most of the diphthong /aɪ/ consist of the /a/ vowel and only in about the last quarter of the diphthong does the glide to i/ become noticeable.⁷

Indonesian students, however may have a problem in using English language because English language is not considered as the first language. English language has different way to produce its language either writing or

⁴Carruthers. R, *Teaching Speaking In Methodology in TESOL* (Boston: Heinle & Heinle Publication, 1987), p. 191.

⁵Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language* (9thed) (Boston : Wadsworth, 2011), p. 229.

⁶David Crystal, *A Dictionary of Linguistics and Phonetics* (Oxford: Blackwell Publishing, 2008), p. 146.

⁷Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University Press: 1998), p. 20.

speaking. The word ‘deer’, it pronounces /dɪər/ in English, but Indonesian students may pronounced it as /dər/ or /di:r/ because they may just pronounce what their first language is said, not following English pronunciation. Based on the researcher’s experience when she was at the first semester, she and her friends often made errors in pronouncing diphthong sounds. For example word “poor”, the correct pronunciation is /pʊə(r)/, but the researcher pronounce it as /pu:(r)/. The researcher became curious about this problem. Do the other students have the same problems in pronouncing the word is containing the diphthong sounds?

Based on the preliminary researcher, the data were obtained by asking 20 students to read aloud the words is containing diphthong sounds. There are 8 words were pronounced by the students, and the researcher found many errors in their pronunciation. All of students made error when they pronounce the word tour [tʊə(r)] and care [keə(r)]. Many of them pronounce tour as [tʊr] and [tu:r], and pronounce care as [ker] and [keɪr]. They also made error when pronounced the word enjoy [ˈɪndʒɔɪ], they did not made errors in diphthong sounds but in monophthong sounds like [ɛndʒɔɪ]. I corrected their error by pronouncing the word “tour” as [tʊə(r)] and the word “care” as [keə(r)] clearly. Then, they repeated to pronounce “tour” and “care”, and he pronounced it as [tʊə(r)] and [keə(r)] as well. However, when they repeated to pronounce the word “tour” and “care” in a sentence, they still pronounced it as [tu:r] and [ker]. It seems that they have a habit to pronounce the word “tour” as [tu:r]. They did not realize that they did mispronunciation. In this

case, the researcher concluded that the students did error. Most of students made errors when pronouncing diphthong [əʊ], [ʊə], and [eə]. The researcher can find their errors after doing transcribed their recordings. The students did errors by deleting the diphthong sounds of each phoneme. (see appendix 1)

For those reasons, the researcher is interested to find out the students' error in pronouncing English diphthong sounds. The subject of the research were students at the seventh semester of English Department of UIN Raden Intan Lampung. There were some reason why the researcher chose the students at the seventh semester of English Education Study Program of UIN Raden Intan Lampung in the academic year of 2019/2020. First, the researcher conducted the research where the researcher studies. The researcher can observe closely because the researcher recognizes the students that will be the subject of the researcher. Thus, the data can be more specific and complete.

Second, the researcher used students at the seventh semester of English Education Study Program as a subject of research because they have been learning for a long time. Based on the prior experience of the researcher, although we have been learning English for a long time, it does not rule out the possibility of making an error when we pronounce the word in English.

There should be some of technical method and theories in this research to some researches. Here are the researchers that are referred to: The first previous research conducted by Abdul Gopur, a students of English Education Department in State Islamic University of Jakarta, in his research

entitled “Error Analysis on Students’ Speaking Performance (a Case Study at the Second Year Students of SMK Permata 2 Bogor), assumed that English as an international language of communication so that the students’ language are considered succesful if they can communicative effectively in their second or foreign language. The purpose of this study is to investigate any errors in students’ pronunciation at segmental phonemes at second year students of SMK of Permata 2 Bogor. The researcher usud qualitative method to describe the result of his research. The researcher found that there are 56 errors made by 23 students or 92% students made error in pronunciation. The researcher suggest some solution as the alternative ways for overcoming the problems such as class program activities, or extracurricular activities for students.⁸

The second previous research was done by YuniPangestutiWerdiningsihwith her research entitled “An Error Analysis on the Pronunciation of Diphthong made by the Students of the First Grade in SmkPuspajatiBuluspesantrenKebumen in the Academic Year 2012/2013”. In this research study the researcher uses descriptive qualitative method. This study attempts to find out the difficulties encountered by the students of the first grade vocational high school in producing English diphthong. The difficulties are identified by errors made and explained based on the error sources. The data are collected through recording the utterances made by students. The students’ pronunciation were transcribed into phonetic

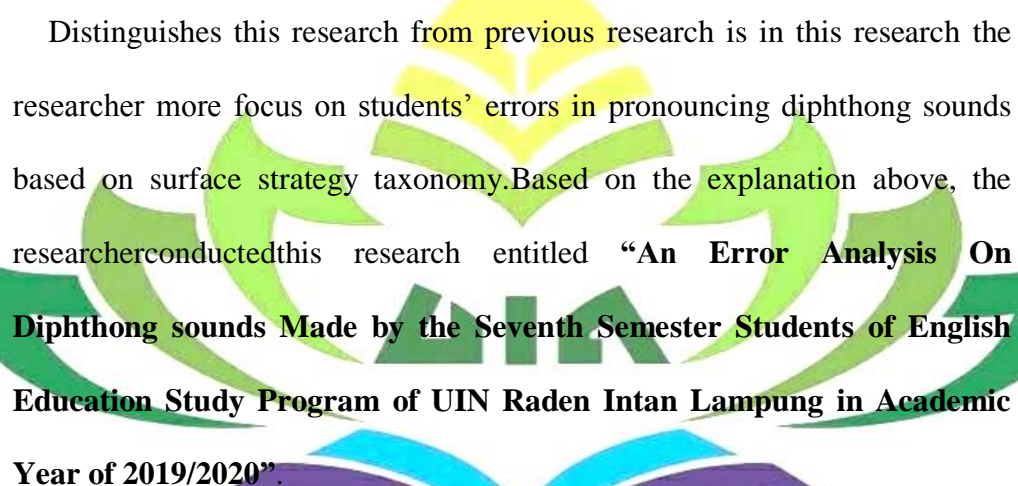
⁸Abdul Gopur, “*Error Analysis on Students’ speaking performance (a Case Study at Second Year Students of SMK Permata 2 Bogor)*” . (Thesis, Faculty of Tarbiah and Teachers’ Training of State Islamic University of Jakarta, 2008)

transcription and then analyzed. The test was given to 38 students. Based on the analysis, the researcher finding indicates the 1458 or 76.74% of 1900 English diphthong produced by the students constitute error. The data analysis clarify English diphthong [eə] are most frequently error, on the contrary English diphthong [ɔɪ] is least frequently in error. The diphthong error are mostly yielded by the interference errors, which comprise 85.32% of the errors, 10.29% of them are interlingual errors and 4.39% by the developmental errors.⁹

And the last previous research conducted by Dyah Mustikareni from Semarang State University. The title of her research is “Error Analysis on English Diphthongs Pronounced by the Students of SMAN 1 Conal And Sman 1 Banjarnegarain English Debate On “Relax” TvPrograme Of TVRI”. She analyzed the mispronounced diphthong by the debate participans and analyzes the attitude of the debate participants when correcting the diphthong pronunciation. Qualitative descriptive method is applied in this research and she chose two kind ways to collect data, those were scanning and recording. The results are : 1) Most debate participants mispronounced the diphthong by pronouncing diphthong in certain vowels. Diphthong /ei/ is mispronounced as /ɜ/, /I/, /æ/, /a/, /ʌ/, and /i/. Diphthong /oʊ/ is mispronounced as /ɔ/ and /ʊ/. Diphthong /aʊ/ is mispronounced as /u:/ and /oʊ/. Diphthong /iə/ is

⁹Yuni Pangestuti Werdiningsih, “An Error Analysis on the Pronunciation of Diphthong made by the Students of the First Grade in Smk Puspajati Buluspasantren Kebumen in the Academic Year 2012/2013” (Purworejo: Muhammadiyah University of Purworejo, 2012) (unpublished).

mispronounced as /ɜ/, /ʌ/, /ɔɪ/, /i:/. Diphthong /eə/ is mispronounced as /e/, /ə/, /ʌ/, and /ei/. Diphthong /ʊə/ is mispronounced as /ʊ/. 2) The debate participants do not correct their diphthong pronunciation directly. They fix their diphthong pronunciations in the other next utterances that consist of the diphthong they have mispronounced before.¹⁰



Distinguishes this research from previous research is in this research the researcher more focus on students' errors in pronouncing diphthong sounds based on surface strategy taxonomy. Based on the explanation above, the researcher conducted this research entitled **“An Error Analysis On Diphthong sounds Made by the Seventh Semester Students of English Education Study Program of UIN Raden Intan Lampung in Academic Year of 2019/2020”**.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problems as follows :

1. The students get difficulties in pronouncing word correctly especially in a diphthong sounds.
2. The students made error in pronouncing word containing diphthong sounds and single vowel.
3. The students have a habit to pronounce the word just by their assumption.

¹⁰DyahMustikareni, “*Error Analysis on English Diphthongs pronounced by the students of SMAN 1 Conal and SMAN 1 Banjarnegara in English Debate on “Relax” TV Programe of TVRI*”. (Faculty of Language and Arts of Semarang State University, 2013)

C. Limitation of the Problem

Based on the real condition in the field, there were many students made error in pronouncing English words. Therefore the limited the problem on analyzing students' error in pronouncing English word especially in diphthong sounds : /eɪ , ɔɪ , aɪ , ɪə , ʊə , eə , əʊ , aʊ/. The researcher conducted at the seventh semester students of English Department of UIN Raden Intan Lampung.

D. Formulation of the Problem

Based on the background of the problem above, the researcher identifies the problems as follow :

1. How many errors that are made by the students in pronouncing English diphthong sounds?
2. What are the types of error that made by the students in pronouncing English diphthong sounds?

E. Objective of the Research

The objectives of the research are:

1. To find out the types of error most often made by students in pronouncing words containing English diphthong.
2. To find out how many errors are made by the students at the seventh semester of English Education Study Program in pronouncing diphthong sounds.

F. Use of the Research

It is expected the findings of the research will be used as follows:

1. Theoretically, the result of the research are expected to be used to support the theory which will be explained in the next chapter and expected to provide information about an analysis of students' errors in pronouncing English diphthongs at the seventh semester of UIN Raden Intan Lampung.
2. Practically, to give the information to the lecture of UIN Raden Intan Lampung to increase their material which would be tough to their students especially in practicing and pronouncing English diphthong sounds.

G. Scope of the Research

The scope of the research is as follows:

1. Subject of Research

The subject of the research was the seventh semester students of English Education Study Program of UIN Raden Intan Lampung

2. Object of Research

The object of the research was the students' error diphthong sounds at the seventh semester students' of English Education Study Program of UIN Raden Intan Lampung.

3. Place of Research

This research took place at English Education Study Program of UIN Raden Intan Lampung.

4. Time of the Researcher

The research was conducted in the academic year of 2019/2020 at the students at the seventh semester students of English Education Study Program of UIN Raden Intan Lampung.



CHAPTER II REVIEW OF LITERATURE

A. Teaching English as Foreign Language

There are several definitions about teaching. According to Patel, teaching is a process, teacher teaches students and students learn from teacher. In process of teaching learning process effective¹¹. It means that teaching is a process that occurs between teacher and learners who give each other feedback. Teacher as a person that has more knowledge than learner and learner need additional knowledge. Teacher are allowed to use anything such as media or anything useful during his teaching to help his or her teaching process be more successful.

Teaching means a conversation between teacher and learners about the study that the learner is go in to learn during at class. Teaching is defined as an interactive teacher and pupil and occurs during certain definable activities¹². It means that in the teaching learning process there are contact between teacher and learner, such as questioning and answering activities, think and share each other, giving and accepting, asking and doing. Therefore, teaching also mentioned not a static process but it is a dynamic process.

Teaching also means a process of transferring the knowledge from the teacher to the learners which happens in a class. As Brown states the teaching

¹¹ M. F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Taechniques)*, (Vaishali Nagar : Sunrise, 2008), p. 57

¹² Edmund Amidon, *Fundamental Aspect of Educational Technology*, (New Delhi: Madan Sachdeva Publisher, 2002), p. 56

is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand¹³. In learning process, teacher as a facilitator setting the conditions in learning process effectively. Teaching is not only learning material in class, any activities happen during the teaching and learning process is also called teaching.

*Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teachers' asking the question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.*¹⁴

Based on the explanation above, teaching is a process transferring knowledge that occurs between teacher and learner in the classroom using media or technique to create effective condition. The interactive process such as questioning and answering activities, think and share option occurs dynamically. Teaching learning process helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand, therefore teaching process is making people who do not know become know something.

¹³ H. Douglas Brown, *Principle of Language Learning and Teaching*, Angle Cliffs. N.J.: Prentice Hall, 2007), p. 8

¹⁴ Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (October 30, 2016): 1, <https://doi.org/10.21512/humaniora.v7i4.3601>.

B. Pronunciation

Pronunciation is the way in which words or language are spoken. According to Hewings, pronunciation is components range from the individual sounds that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning.¹⁵ It means that building blocks of pronunciation are the individual sounds, the vowel and consonant that go together to make words. In addition pronunciation refers to the production of sounds that we use to make meaning, if the speakers have very bad pronunciation, their speech will not be understandable to the listener. It can be easy for listener to hear clearly if you have a good and correct pronunciation.

According to Suwartono, pronunciation is an essential part in a language, for the nature of language is spoken.¹⁶ We can see, English has different way of pronunciation. We often find several words with similar pronunciation. Even have the same writing, but the way of pronunciation is different. This can not be underestimated, because the difference in pronunciation can cause different meanings, maybe you have a good grammar understanding, and you have good writing skills as well. But people will judge your English from speaking. That is why pronunciation plays a major role in speaking.

¹⁵Martin Hewings, *Pronunciation Practice Activities* (London: Cambridge University Press, 2007), p. 3.

¹⁶Suwartono, "Pembelajaran Pelafalan Bahasa Inggris Melalui Teknik Sulih Suara". *Jurnal FKIP Universitas Muhammadiyah Purwokerto*, No. 1 (February: 2006), p. 41.

There are many experts that have views what pronunciation in language teaching is. Gerald Kelly is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features.¹⁷ He has broken down the main features of pronunciation and explains it by showing a diagram below:

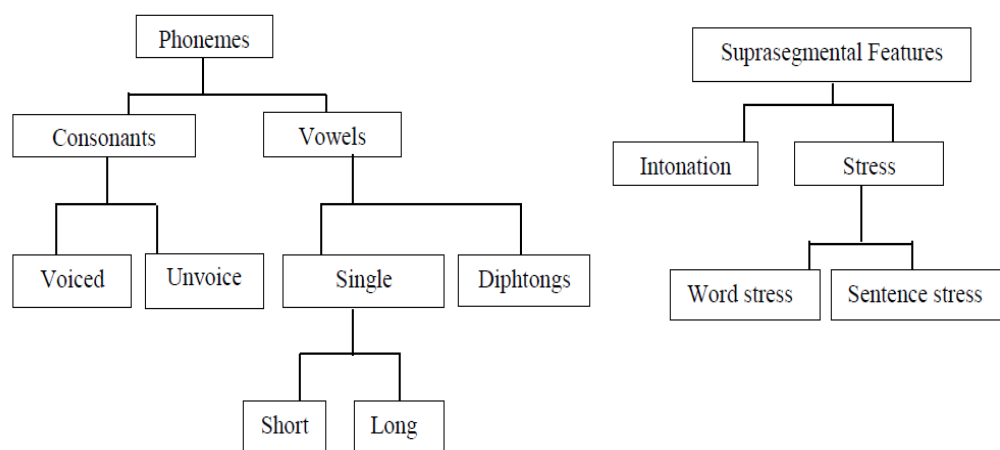


Figure 1 : Diagram Features of Pronunciation

Figure 1 points out about the main features of pronunciation. There are segmental features (included phoneme) and suprasegmental features (included stress and intonation). Segmental features of pronunciation also called phonemes, are the different sound within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how each sound rather than another can change the meaning

¹⁷Gerald Kelly, *How to Teach Pronunciation* (Malaysia: Pearson Education Limited, 2000), p. 1.

of the word. This principles which give us the total number of phonemes, in particular language. Whereas, suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes.

Based on the theories above, it can be concluded that pronunciation is the act or manner of pronouncing words. There are three levels of English pronunciation. First of all, people often don't understand what you want to say, you use the wrong sounds in English word. Second, people can understand what you want to say, but they have to concentrate to understand you. And the last, people can understand you easily because your pronunciation is clear.

C. The Elements of Pronunciation

1. Phonemes (Segmental Features)

We refer to the individual phonemes of a language the consonants and vowels as segmental features, because they affect only one segment of sound. The set of segmental features consist of two categories as follow :

a. Vowel

According to Ogden vowels are syllabic sounds made with free passage of air down the mid-line of the vocal tract, usually with a convex tongue shape, and without friction. He adds that vowels play a central role in the phonetics of English. While words can consist of

vowels alone (e.g. ‘eye’, ‘awe’), they cannot consist of consonants alone.¹⁸

1) Single Vowel

According to Gerald Kelly, the word “pure” here is used to differentiate single vowel sounds from diphthongs.¹⁹ Single vowels are consist of 12 kinds such as :

/ æ , e , ɔ: , ɒ , a: , ʌ , ɜ: , ə , i: , ɪ , u: , ʊ / .

2) Diphthong

A crude definition of a diphthong might be a combination of vowel sounds’. Diphthong are consists of 8 kinds such as : / eɪ , ɔɪ , aɪ , ɪə , ʊə , eə , əʊ , aʊ / .

b. Consonants

Consonant is formed by interrupting, restricting or diverting the airflow in a variety of ways. Consonants are consists of 24 kinds such as : /p, b, t, d, k, g, tʃ, dʒ, f, v, θ, , s, z, ʃ, ʒ, h, m, n, ŋ, l, r, j, w/.

2. Suprasegmental Features

According to Kelly, suprasegmental features as the name implies, are features of speech which generally apply to groups of segments, or phonemes.²⁰ The features which are important in English are stress, intonation, and how sounds change in connected speech.

¹⁸Richard Ogden, *An Introduction to English Phonetics* (Edinburgh: Edinburgh University Press, 2009), p. 56.

¹⁹Gerald Kelly, *Op.Cit.* p. 30.

²⁰*Ibid.* p. 3.

a. Intonation

The entire variation of pitch while speaking is called intonation. Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention.²¹

b. Stress

Stress is usually defined as the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English stressed syllables are louder than non-stressed syllables.²²

D. Vowel

One of speech sound that is always produced by people is called vowel. According to Kelly, vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth.²³ In addition, Richard Ogden states vowels are syllabic sounds made with free passage of air down the mid-line of the vocal tract, usually with a convex tongue shape, and without friction.²⁴ It means that, vowels are syllabic sounds of a speech sound in which there is no obstruction to the flow of the air as it passes from the larynx to the lips and the mouth is open, tongue is not touching the top of the mouth.

²¹Pakhshan Hamad, "Teaching Stress and Intonation Students' Perspective". *Al – Fath Journal*, No. 74 (June 2018), p. 4.

²²Pakhshan Hamad, *Op. Cit.* p. 4.

²³Gerald Kelly, *Op.Cit.* p. 29.

²⁴Richard Ogden, *Op. Cit.* p. 56.

This category of sound is normally made with a voiced aggressive airstream, without any closure, narrowing or obstruction that would result in the noise component characteristic of many consonantal sounds. According to Peter Roach, the most common view is that vowels are sounds in which there is no obstruction to the flow of the air as it passes from the larynx to the lips.²⁵ In addition, Jones explains that some of the continuous voiced sounds produced without obstruction in the mouth are what may be called 'pure musical sounds' unaccompanied by any frictional noise.²⁶ Based on the statement above, it can be concluded that vowel is a sound produced without any obstruction.

Kelly adds that there is another important variable of vowel quality and that is lip-rounding. Although the lips can have many different shapes and positions, we will at this stage consider only three possibilities. These are: (1) Rounded: the lips are pushed forward into the shape of a circle. Example sound: /ʊ/, (2) Spread: the corners of the lips are moved away from each other, as when smiling. Example sound: /i:/, (3) Neutral: the lips are not noticeably rounded or spread. Example sound: /ə/.

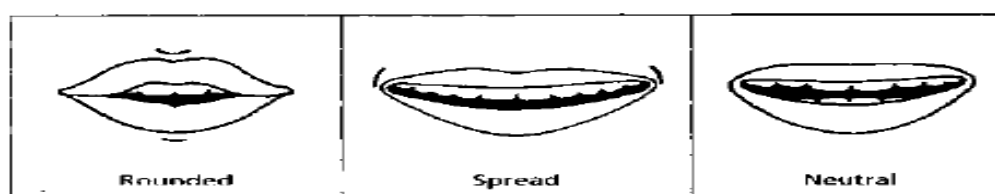


Figure 1 : Lips Position

²⁵Peter Roach, *English Phonetics and Phonology: A Practical Course* (2nd ed) (Cambridge: Cambridge University Press, 1991), p. 10.

²⁶Daniel Jones, *The Pronunciation of English* (Cambridge: Cambridge University Press, 1962), p. 12.

The following figures show the characteristics of the eight diphthongs sounds. Bear in mind that while we have mentioned a combination of sounds, or more accurately a glide from one tongue position to another, diphthongs are perceived as one sound, and should be treated as such. The glide in each diagram is shown as an arrow from the tongue position of the initial sound to the finishing position of the second element of the diphthong.

E. Diphthong

A diphthong is a sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another. According to Kelly, definition of a diphthong might be ‘a combination of vowel sounds’. A slightly closer analysis shows us that there is a glide (or movement of the tongue, lips and jaw) from pure vowel sound to another.²⁷ He adds that the first sound in each phoneme is longer and louder than the second in English, but not in all language.

Connor states that, diphthong is a glide from one vowel to another, and the whole glide acts like one of the long simple vowels. While ‘pure vowels’ or monophthongs are said to have one target tongue position, diphthongs have two target tongue positions.²⁸ It means that, when we pronounce a word that contains diphthong sounds there is a glide from one vowel to another.

In addition according to Ramelan, a diphthong is a kind of vowel sound with a special feature. There is a deliberate glide made from one vowel

²⁷Gerald Kelly, *Op.Cit.* p. 34.

²⁸J.D.O’Connor, *Better English Pronunciation* (2nd ed) (Cambridge: Cambridge University Press, 1980), p. 84

position to another vowel position, and which is produced in one syllable.²⁹ It means that diphthong is a special feature because when we pronounce English diphthong there is movement of from one vowel to another vowel position.

Based on the explanation above it can be conclude that diphthong is combination of vowel sounds or glide from one vowel to another. A diphthongs have two target tongue position, while monophthong just have one target tongue position.

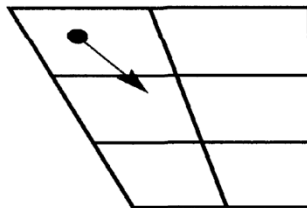
According to Gerald Kelly, English is usually described as having eight diphthongs, and they can be usefully grouped in the following way:³⁰

1. Centring Diphthongs :

Centring diphthongs and with a glide towards /ə/. They called 'centring' because /ə/ is a central vowel.

- a. **Diphthong /ɪə/**, the glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. There are sounds are as in, beer, beard, fear, pierce, here and idea.

ɪə



²⁹Ramelan, *English Phonetics* (Semarang: CV. IKIP Semarang Press, 1999), p. 81

³⁰Gerald Kelly, *Op.Cit.* p. 35-36.

Figure II : Tongue position of Diphthong /ɪə/

- b. **Diphthong /ʊə/**, the glide begins in the position for /ʊ/, moving down forwards and down towards /ə/. The lips are loosely rounded, becoming neutral spread. There are sounds as in sure, moor, tour and obscure.

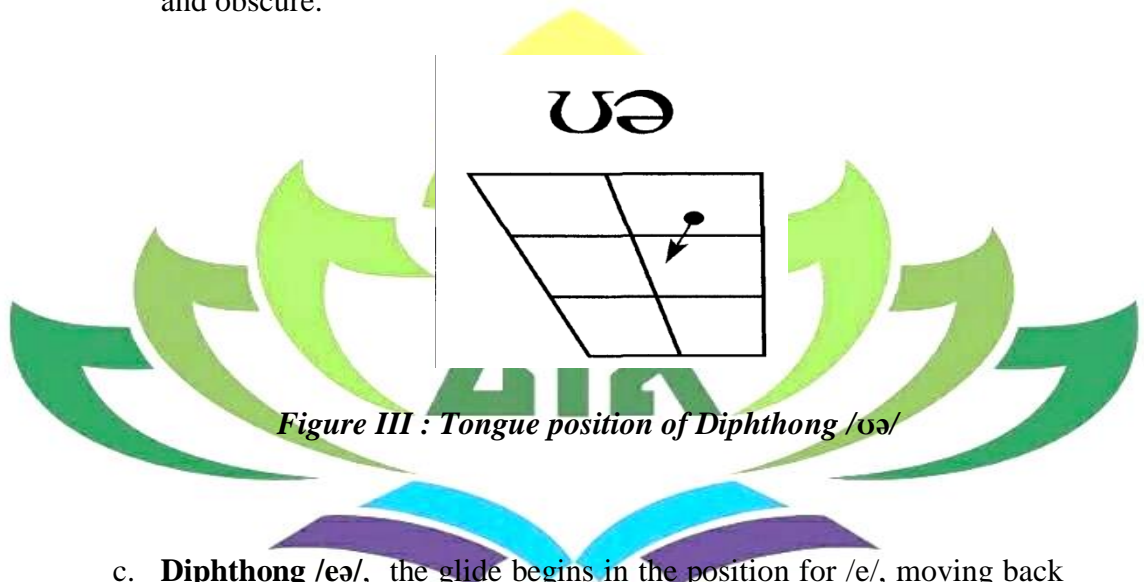


Figure III : Tongue position of Diphthong /ʊə/

- c. **Diphthong /eə/**, the glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. There are sounds as in, where, wear, chair dare, stare and there.

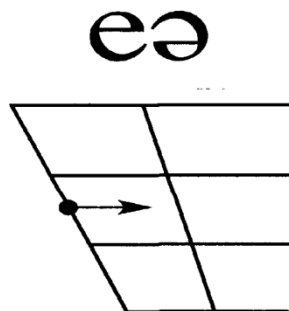


Figure IV : Tongue position of Diphthong /eə/

2. Closing Diphthongs ending in /ɪ/ :

Closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/. The glide is towards a higher position in the mouth.

- a. **Diphthong /eɪ/**, the glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. The sounds are as in, cake, way, weight, say, pain, they, and vein.

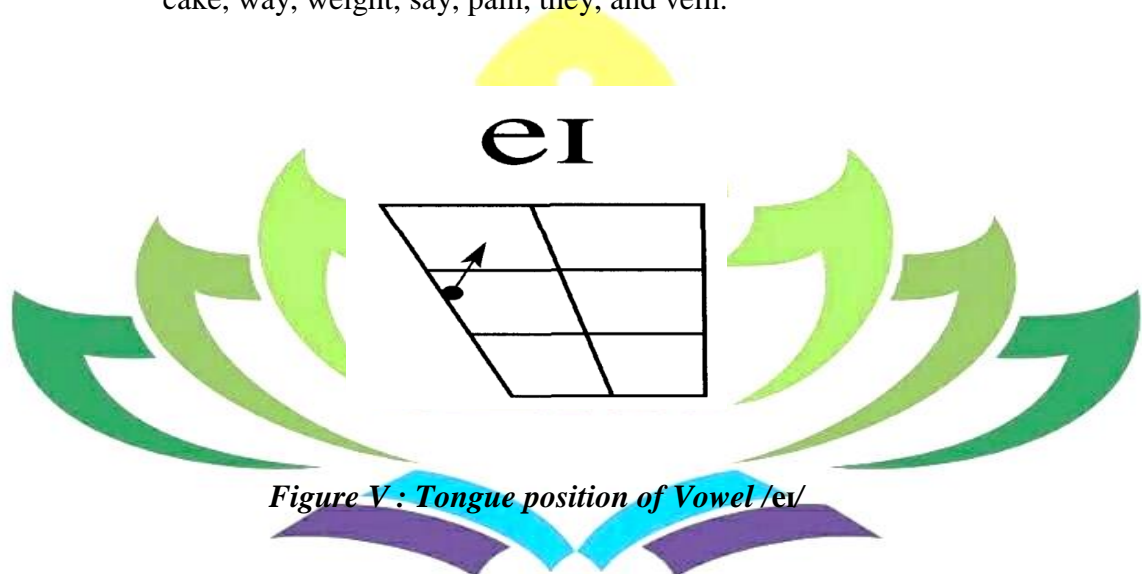


Figure V : Tongue position of Vowel /eɪ/

- b. **Diphthong /ɔɪ/**, the glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral. The sounds are as in, toy, avoid, voice, enjoy and boy.

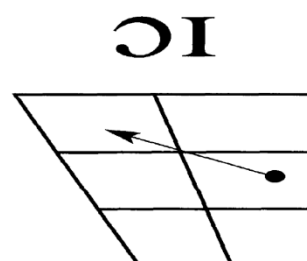


Figure VI : Tongue position of Diphthong /ɔɪ/

- c. **Diphthong /aɪ/**, the glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The sounds are as in, high, tie, buy, might cry and eye.

aɪ

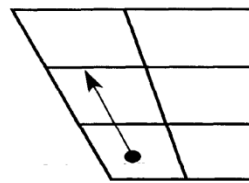


Figure VII : Tongue position of Diphthong /aɪ/

3. Closing Diphthong ending in /ʊ/.

Closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/. The glide is towards a higher position in the mouth.

- a. **Diphthong /əʊ/**, the glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. The sounds are as in, go, snow, toast, home, hello, and although.

əʊ

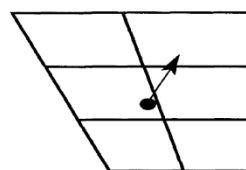
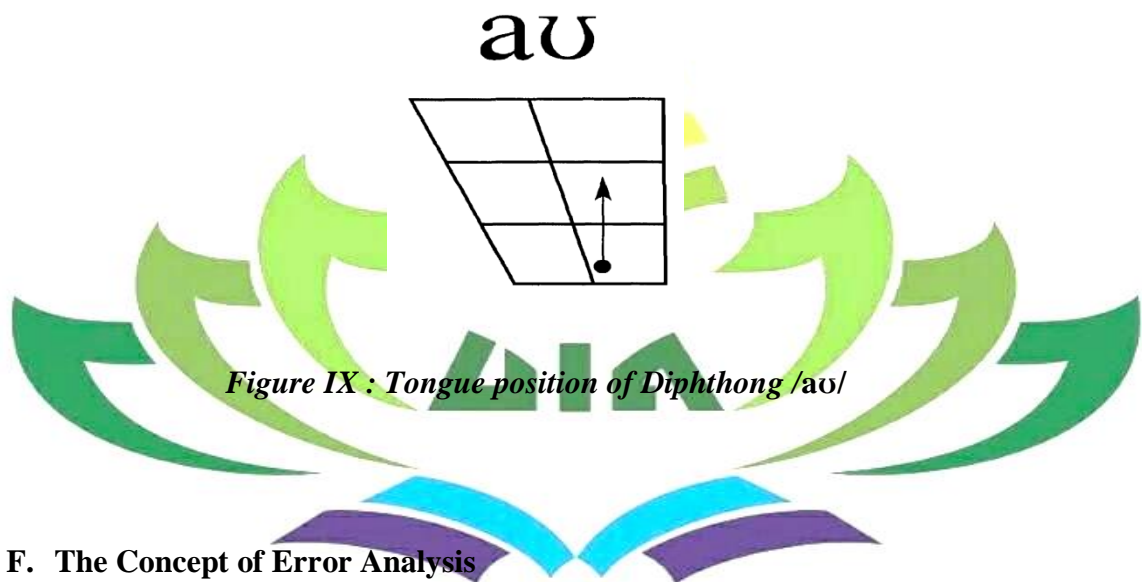


Figure VIII : Tongue position of Diphthong /əʊ/

- b. **Diphthong /aʊ/**, the glide begins in a position quite similar to /a:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. The sounds are as in, house, laud, down, how, and bough.



F. The Concept of Error Analysis

1. Definition of Error

When the students learnt English, they can make a lot of errors. It seems impossible if the learners have never been made some errors in their language learning process, because do some errors is natural. According to Dulay, errors are the flaw side of learner speech or writing, they are those parts of conversation or composition that deviate from some selected norm of nature language performance.³¹ In the otherside doing errors in some learning is something usual especially in learning language it is to

³¹Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138.

know how the target language as our second or our foreign language is achieved.

Corder said that, errors are typically produced by people who do not yet fully command some institutionalized language system.³² In addition according to Ellis, Errors reflect gaps in a learners' knowledge, they occur because the learner does not know what is correct.³³ It means that people who made errors they do not fully understand the command or instruction given.

In addition Brown said that native speaker may also made an error.³⁴ However, it was their first language in daily communication. As we know that native speaker have a perfect command of his language, they have a grammatical rules, lexis and a sound system but furthermore they also can make an error. It means that, error is not only happen to the second or foreign language learners Moreover Brown believed that errors refers to noticeable deviation from the adult grammar of native speaker, which reflects the interlanguage of the communication of the learner.³⁵

Based on the explanation above, it can be concluded that error is a side of learner speech or writing produced by students who do not yet fully command some institutionalized language system.

³²S.P. Corder, *Idiosyncratic Dialects and Error Analysis: IRAL (International Review of Applied Linguistic)* (London: Penguin, 1971), p.79

³³ Ellis Rod, *Second Language Acquisition* (Oxford: Oxford University Press, 1997), p.17

³⁴H. Douglas Brown, *Principle of Language Learning and Teaching* (4th ed) (San Fransisco: Addition Wesley Longman, 2000), p.217.

³⁵*Ibid.*

2. Distinction Between Error and Mistake

In teaching and learning English, the students often make error and mistake in their speaking or writing. Error and mistake totally have been differences, but some people may have assumption that error and mistake have similar meaning, but in fact those words are different. According to Brown, in order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena.³⁶

Another explanation by James, he added the distinction between error and mistake. He states that mistake can only be corrected by their agent if their deviance is pointed out to him or her, while error can not be self-corrected until further relevant to that error input has been provided and converted into intake by the learner.³⁷

Based on the explanations above, it can be concluded that error and mistake are two different things and different characteristics. Error takes place in the level competence, it is significant in learning and it is systematic or regular, while mistake does not take place in level of competence, it is not significant in learning and it is not systematic. In this research, the researcher just focus in error. The researcher distinguished between error and mistake. This research as the basic of determining the deviations produced by the subject. Thus, any derivation are considered as

³⁶*Ibid.*

³⁷Carl James, *Error in Language Learning and Use : Exploring Error Analysis* (New York: Routledge, 2013), p. 83

an error, not mistakes. Errors in this reasearch are errors in pronouncing diphthong sounds.

3. Definition of Error Analysis

According to James, error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.³⁸ In addition, Brown adds that errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to a surge of the study of the learners errors, called error analysis.³⁹ Error analysis, it can be concluded that error analysis is the process of determining the wrong competence of language through observed, analyzed and classified the students' error to find the source of error.

In learning a foreign language, learners are involved in the process of systems: the language learner system and the target language system. These systems are the reasons why errors accur. According to Dulay et.al, error analysis is a method to analyze the flawed side of learner errors in speech or writing.⁴⁰ They add, that errors has four types, they are linguistic category taxonomy, surface strategy taxonomy (omission, addition, misformation and misordering), comparative taxonomy and communicative effect taxonomy.⁴¹

³⁸*Ibid.* p. 1

³⁹H. Douglas Brown, *Op. Cit.* p. 259

⁴⁰Heidi Dulay, Marina Burt, Stephen Krashen, *Op. Cit.* p. 132.

⁴¹*Ibid.* p. 146.

4. Taxonomies of Error Analysis

According to James, a taxonomy must be organized according to certain constitutive criteria. These criteria should as far as possible reflect observable objective facts about the entities to be classified.⁴² It is very important to give categorization the errors, because the researcher will be easier to observe the errors that was made by the students. In addition according to Dulay, the purpose of taxonomy in error analysis is to present error categories and to report the findings of research conducted to date with respect to errors types observed.⁴³

These are four useful and commonly used taxonomies in analyzing error made by learners, based on descriptive classification of Dulay, et.al :

a) Linguistic Category Taxonomy

This category carries out specification of errors in term of linguistic categories, in term of where the error is located in the overall system of the target language based on the linguistic item which is affected by the errors. According to Dulay, the linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and

⁴²Carl James, *Op.Cit.* p. 102.

⁴³Heidi Dulay, Marina Burt, Stephen Krashen, *Op.Cit.* p. 146

vocabulary), and discourse (style). Constituents include the elements that comprise each language component.⁴⁴

b) Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones, they may misform items or misorder them. This taxonomy classified errors in four type, namely ommision, addition, misformation and misordering.

c) Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. In the research literature, L2 errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and intralingual errors.⁴⁵

d) Communicative Effect Taxonomy

The communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause miscommunication

⁴⁴*Ibid*

⁴⁵*Ibid.* p. 163.

and those to do that. This taxonomy classifies errors in two types, global and local error.⁴⁶

In this research, the researcher used the type of error taxonomy of surface strategy classification. The researcher identified the errors based on the aspect of omission, addition, misformation and misordering.

G. Surface Strategy Taxonomy

James proposes that the learners' erroneous version is different from the presumed target version. This highlights the ways surface structures are altered.⁴⁷ The students may omit necessary items or add unnecessary one, they may misform the items or disorder them. Errors can be classified into four types: omission, addition, misformation and misordering.

a. Omission

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error. As an example we know that morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am, are, will, can, must etc), preposition (in, on, at, etc). language learners generally omit grammatical morpheme much more frequently than content word such as in John new student, he speak English well, and she eating dinner.

⁴⁶*Ibid.* p. 189.

⁴⁷Carl James, *Op.Cit.* p. 106.

b. Addition

Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Generally, it occurs in second language acquisition of the learner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language learner.

c. Misformation

Misformation, are the error that characterized by the use if the wrong from of a structure or morpheme. There are three type of misformation namely, regularization error (neglecting exception and dissemination rules to domain where the learner don't use the rules transformation of verb and countable or uncountable noun, for instance *fallen*, *Runned*, *womans*, *phenomenons*, *critorions*, etc) archi-form (selection of one member of a class of form to represent other on the class.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired. For instance : He is all the time late '*all the time*' is misordered.

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